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ABSTRACT

This report reflects the proceedings of a series of seminars conducted for system-wide and school directors of guidance and pupil personnel services during the 1970-71 academic year. It is issued to serve as a guide for school administrators and educational specialists in developing effective courses of action for community leadership. The need exists (1) to more constructively attack those issues and problems of common concern in education within the context of changing social, educational, and economic conditions toward meeting the developmental needs of students, and (2) to aid the implementation of those practices which will be of more direct benefit to all within the educational milieu. This report of the workshop highlights guidelines for effective courses of action, and recommendations for developing in-service and other program functions should serve to help meet those needs. It is hoped that this publication will be a useful tool for school administrators, supervisory personnel, pupil personnel specialists, teachers, and other educational specialists. It is intended for the use of all persons interested in improving educational programs and practices. (Author)

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WORKSHOP IN COMMUNITY LEADERSHIP:
GUIDELINES

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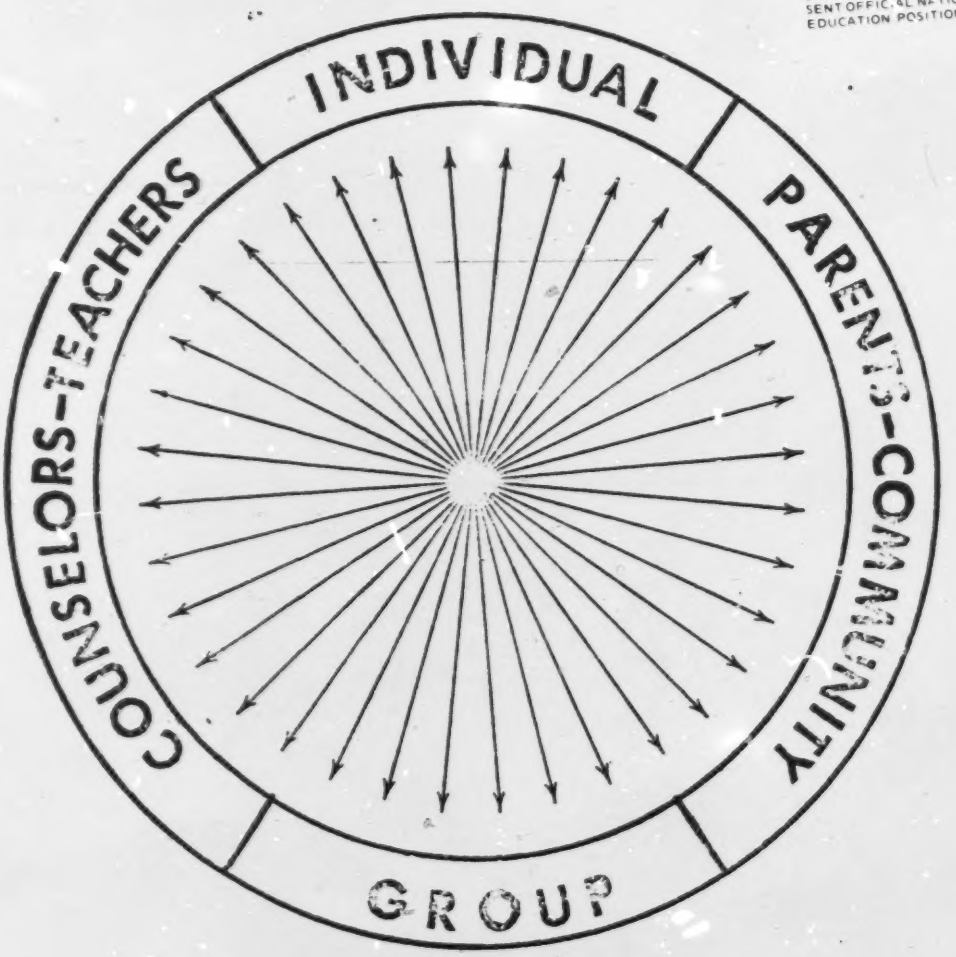

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Workshop in Community Leadership:

GUIDELINES

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FOREWORD

The following report reflects the proceedings of a series of seminars conducted for system-wide and school directors of guidance and pupil personnel services during the 1970-71 academic year. It is issued to serve as a guide for school administrators and educational specialists in developing effective courses of action for community leadership.

The need exists (1) to more constructively attack those issues and problems of common concern in education within the context of changing social, educational, and economic conditions toward meeting the developmental needs of students, and, (2) to aid the implementation of those practices which will be of more direct benefit to all within the educational milieu. This report of the workshop highlights, guidelines for effective courses of action, and recommendations for developing in-service and other program functions should serve to help meet those needs.

It is hoped that this publication will be a useful tool for school administrators, supervisory personnel, pupil personnel specialists, teachers, and other educational specialists. It is intended for the use of all persons interested in improving educational programs and practices.

Fred G. Burke
Commissioner of Education

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SECTION I

OVERVIEW

From January to June of 1971, the Rhode Island State Agency for Elementary and Secondary Education offered a series of seminars entitled "Workshop in Community Leadership" for system-wide and school Directors of Guidance or Pupil Personnel Services, or their delegates. These seminars were sponsored by the Division of Instructional Services under Title III (Supplementary Educational Centers and Services: Guidance, Counseling, and Testing) of the Elementary and Secondary Education Act. The workshop sessions were conducted in the country-quiet, rural setting of Saint Dominic Savio Boys' Center in Peace Dale, Rhode Island.

The basic purpose of the workshop was to provide for the participants a series of seven full-day sessions as a means of attacking current problems and issues in education toward effectively meeting the developmental needs of Rhode Island students. More specifically, seminar sessions were designed to provide opportunity for: (1) dialogue and cooperatively working out solutions to common problems; (2) developing and establishing strategies to confront, meet, or resolve those problems and issues of common concern in order that more functional and effective educational programs and services might result within the schools of Rhode Island; and (3) formulating guidelines relative to educational and social problems which subsequently would aid in implementing those practices which would be of more direct benefit to students, staff and administration.

While the workshop afforded the participants opportunity for

professional development, its primary aim was to be of much practical assistance. It was geared toward providing Directors greater opportunity through small group interaction sessions not only to examine and attack what they felt were the most pressing problems with which they were faced, but also to resolve issues which would result in practical application to their role and the community served by them.

A number of constructive suggestions emerged at the very beginning of the seminar sessions from the workshop's small discussion groups. Included among these were a focus upon better role definitions for counselors, improved communications within the school system and the community, cultivation of more effective leadership on professional issues, and increased awareness of means for meeting the needs of parents, teachers, and students. The workshop participants were in accord at the very first session that if some of these pressing problems and issues were to be attacked constructively, they must be dealt with in depth and that much consideration must be given to the dynamics of desirable change.

To assist participants in their deliberations and in the mechanics for developing strategies for action and change, visiting specialists and community resource visitors (in addition to the workshop's regular consultant staff) were featured at some of the workshop sessions. The second seminar session had three distinguished professors as guest speakers: Dr. Robert R. Carkhuff, Dr. Bernard Berenson, and Professor Andrew H. Griffin of American International College. The focus of the presentation was the effective ingredients in human resource development. The theme of the session was "People, Programs, and Organizations." In the morning session, Dr. Carkhuff administered his index of communicative and

discriminative functioning after a brief presentation to the group. The larger group broke into four satellite groups for discussion and instruction of communication skills. At the afternoon session, Dr. Berenson presented the steps and procedures toward effective program development and Professor Griffin presented "Courses of Action." As a result of this session, the entire group of participants developed individually for the next meeting two organizational charts: one, a realistic chart of the system of each individual participating in the workshop, and secondly, an ideal organizational chart for the same system, in terms of organizational effectiveness for program implementation.

At the sixth session of the workshop, two resource visitors participated with the smaller groups throughout the day: Mrs. Iola Mabray of Project VIII, A Talent Search Program and Mrs. Bessie Jones, Community Coordinator with the Nathan Bishop Middle School (located in Providence, Rhode Island). Focus of the discussions was upon improved means of communicating with parents and of establishing viable sources for enhancement of school-community relations. Considerable insights were gained into the more subtle dynamics involved in reaching minority groups, notably blacks. Mrs. Mabray and Mrs. Jones were extremely open and honest in their appraisal of barriers to communication which should be of real concern to counselors

All continuous seminar activities and training sessions were under the leadership of Dr. Jeanette E. Tamagini of Rhode Island College and Dr. S. Marvin Rife of the University of Rhode Island, co-directors of the workshop, and Dr. Sarena R. Palmer and Dr. Stephan Scarvelis of Rhode Island College. The coordinator and supervisory consultant of the workshop was Eileen A. Matteo of the Rhode Island Department of Education. (Refer

to Appendix A for listing of workshop consultant staff.)

This publication is a comprehensive report including guidelines for effective courses of action for community leadership. It reflects the workshop deliberations and concerns of all its participating members toward the implementation of effective practices which might be of more benefit to students, staff, administration, and subsequently, the community-at-large. (Refer to Appendix B for a listing of workshop participants.)

The following sections of this report will deal with the explicit purpose(s) for the guidelines, the content resulting from the seminar sessions, an evaluative summary of the workshop sessions, a reaffirmation as to the role and function of counseling in today's schools, and recommendations pertinent to future in-service or other program functions which should prove valuable to those having such responsibility.

SECTION II

PURPOSES OF THE GUIDELINES

The guidelines as contained within this publication have been set forth as:

1. A means of sharing the proceedings of the workshop (with all its joys and frustrations) with administrators, teachers, counselors with openness and honesty in terms of actual job-functioning, and other educational specialists.
2. An opportunity to provide an impetus through these materials as a basis for professional use: Tools, Techniques, and Strategy which can be adapted and modified for any discipline.
3. A means to encourage communication within school systems, and, between school systems and the community-at-large.
4. An opportunity for reexamination of priorities.
5. A response toward the factor of accountability; if human involvement requires one's being accountable, these guidelines thus provide the basis for sharing the essence of the workshop procedures -- thrusts and foundation.
6. A means to provide bases for critical reexamination and renewed commitment to the overriding purposes of Guidance and Counseling in the educational setting.
7. An opportunity to encourage active support of innovative, collaborative activities within and between school systems in the State.

SECTION III

CONTENT

Each of the seven full-day sessions of the workshop followed a planned sequence. Much of the content emerged as a result of the concerned inter-action of the participants. This section reflects the results of deliberations and participation.

Principles for Developing Effective Programs

1. An effective program is developed from community needs.
2. An effective program must be open and responsive to the needs of the community.
3. An effective program can only be as effective as the persons involved are effective.
4. An effective program will provide nourishment for its own growth and the growth of the persons involved.
5. Effective programs are open to and committed to change.
6. Effective programs attract flexible people.
7. Effective programs stimulate change.
8. Effective programs demand commitment to specific goals.
9. Effective programs use evaluation as a growth tool.
10. Effective programs set concrete goals.
11. Effective programs recognize that all change is not growth.
12. Effective programs show people where they do not belong.

Systematic Program Development

The systematic steps and procedures toward the achievement of an effective program are as follows:

1. Define observable, achievable goal which will lead to behavioral change.
2. Outline the steps to achieve the goal.
3. Rank-order the steps according to level of difficulty, i.e., from the least to that which is the most difficult in order to increase the probability of success.
4. Rehearse previous stems in terms of mastery (review steps).

Coping With Organizational Innovation[1]

Success in the process of implementation of organizational innovations is to be found in the following:

1. The degree to which members of an organization have a clear understanding of the innovation. If they have an ambiguous understanding of the innovation, then they will be unclear about what is expected of them. If they have an erroneous interpretation of the innovation, then their efforts at innovation will be misguided.
2. A staff's ability to implement an innovation will be a function of its capacity to carry it out. If teachers lack the skills required to perform in accord with the demands of the innovation, then it will be impossible

[1]Adapted from an article by Neal Gross, Joseph B. Giacquinta, and Marilyn Bernstein appearing in LEARNING IN SOCIAL SETTINGS by Matthew Miles and W. W. Charters, Jr., Allyn and Bacon, Boston, 1970, pp. 691-705. (Title of article "Failure to Implement A Major Organizational Innovation" will also appear in a new book to be published by Basic Books, Inc. tentatively titled THE IMPLEMENTATION OF EDUCATIONAL INNOVATIONS.)

for them to carry it out.

3. The ability of the staff to carry out the innovation will be a function of the availability of the tools required by the innovation.
4. There must also be a high compatibility of organizational arrangements with the innovation. If arrangements in existence prior to the introduction of the innovation are incompatible with it and are not changed, then it will be more difficult if not impossible for organizational members to carry it out.
5. Finally, if all of the four above conditions are fulfilled, it does not follow that the staff will implement an innovation. Staff members must also be motivated to expend the time and effort required for implementation.

Furthermore, the extent to which these five conditions are fulfilled will be a function of the performance of management. It is to be assumed that:

1. Management is in the best position to clarify the situation when there is ambiguity or confusion.
2. Management can establish training programs for learning skills needed for innovation.
3. Management should provide materials and tools required.
4. Management has the power to make changes in organizational arrangements.
5. Management is in a position to offer the kinds of

rewards and restraints that can motivate a staff to expended needed time and effort for an innovation.

Courses of Action

1. A course of action to achieve administrative support and approval for establishing the position of full-time counselors:

   Ten alternate courses of action were developed and weighted in relationship to nine hierarchial values. The most advantageous strategy which emerged was to involve principals, the superintendent, teachers, students, "counselors," and the community clergy for planning.

2. A course of action to establish a network of consulting services within a school system:

   Five strategies were weighted with six values. The emergent direction for planning was to develop an advisory committee to represent all disciplines within the school system framework.

3. A course of action was designed to develop and foster colleague support of counseling innovation. A two-stage program was necessary: planning and implementation.

   Seven alternate courses of action were charted with seven values. Three alternates were rated "high" and numerically close to each other, giving direction

to strategy procedure. The most fruitful approach was indicated by developing an advisory committee whose membership would be representative of administration, teachers, counselors, students and community leaders to develop an approach to all media. It was determined to involve consultants for developing the in-service training program after the first two stages were initiated.

4. The counselor evaluation problem was attacked as a course of action:

   Six alternatives were developed with seven values. Two areas were weighted "high" and numerically close, yielding the need for joint evaluation by the counselor and administrator on an objective instrument or assessment scale. The question was raised about relevancy and the criteria used in current counselor evaluation. From this discussion a second course of action concerned with the definition of the most relevant criteria in counselor evaluation was developed.

Systematic Programs

The outgrowth of Courses of Action is the development and implementation of systematic programs.

Programs to encourage self-referral. Indicated below are several programs deemed desirable toward encouraging and effecting the process of client self-referral.

1. Orientation program
   a. Introduction to staff, physical facilities and services by a tape and/or slides.
   b. For sixth or ninth grade students.
   c. Visit all classrooms.
2. Developing physical accessibility for student to self-referrals.
3. Systematic programming
   a. Guidance series with distinguished speakers in terms of health, education, and recreation.
   b. On-going counseling groups -- topics based on interest scheduled during study session for two-week period.
4. Information to students when they need it
   a. Bulletin board -- regularly up-dated
   b. PR from town/city paper
   c. Handouts -- preferably mimeo.

Criteria for evaluation. Development of relevant criteria for counselor evaluation was deemed most essential. Indicated below are several recommended criteria viewed essential to the evaluative process.

1. Professional growth of counselor
   a. Communication skills
   b. Discriminatory ability
2. Commitment to counselees

   Assisting them to:

   a. Become self-directive

b. Accept responsibilty

c. Accept themselves (self-acceptance)

3. Commitment to the educational framework

a. Sensitivity

b. Developing security as a person

c. Selflessness

d. Self-understanding

e. Stick-tuitiveness (perseverance)

f. Relationship with staff members.

SECTION IV

EVALUATION

Summary and Overview of Evaluations of the Seven Workshop Sessions

At the close of every one of the seven sessions of the workshop, participants provided written feedback on evaluation forms. These were tabulated and summarized and distributed at each following meeting. A summary of the results of all seven sessions reflected the following:

Leadership. A vast majority of responses in all sessions reflected strongly positive perceptions of the facilitative work of the workshop leaders. There was a healthy advance in expectations of quality leadership at each succeeding workshop session. The sharing of leadership functions among participants was especially noted in the responses. Leadership seemed to thrive best within the small group sessions and in task-oriented projects.

Membership. At the outset there were evidences of skepticism and non-acceptance of other members. However, there was a substantial trend toward greater mutual trust and openness as the sessions advanced. Much flexibility in group formulations enhanced participation and made the sessions more interesting. Many responses noted enthusiastically that the time had gone by rapidly. Fruitful two-way communication seemed to ensue as members let down their facades and began to share more honestly with each other.

Content. Dissatisfaction was expressed at the outset with regard to the generality of presentation and treatment of issues. However,

beginning with the second session (Berenson, Carkhuff, and Griffin) the issues became more sharp and possibilities of precise innovative practices became evident. Greater involvement of participants in problem-solving and decision-making enhanced interest and made content more relevant. The final session on June 4th was cited by many as the most productive -- the summing up and consideration of future courses of action.

Structure. Most participants expressed satisfaction with the balance between large and small group sessions. In general, the smaller groups were deemed more productive. However, the larger sessions were considered by many to have served important purposes in setting the tone for the day or for laying a broader foundation for more precise work. The pace of the meetings was deemed satisfactory by most. A great majority were positive about the process.

Further Relevant Comments. Two outstanding comments may be abstracted from the many:

1. Many participants indicated that they had already put into practice some of the learnings from the workshops. Two examples were planning courses of action and improvement of skills in inter-personal communication.
2. There was a healthy sense of incompleteness expressed in the latter evaluations. There was agreement that much professional work must be done to enhance the image of guidance/counseling and to strengthen our usefulness for boys and girls. These seven workshop sessions were viewed by many as a beginning for something MORE!

SECTION V

REAFFIRMATION - CRITICAL ANALYSES

Critical Analysis of the Role and Function of School Counselors

Twenty-two role expectations of the school counselor were listed by a sub-group of the Guidance Directors participating in the workshop. These were as follows:

1. Involvement in a testing program and interpretation
2. Individual counseling
3. Educational placement
4. Programming and master scheduling
5. Group counseling
6. Consulting with teachers
7. Parental consultation
8. Job placement
9. Interviewing
10. Referrals
11. Curriculum planning and revision
12. Faculty committees
13. Staff duties: cafeteria - corridor patrol - detention room - bus monitoring
14. Follow-up study
15. Group guidance classes
16. Test interpretation to students and parents
17. Record keeping
18. Case conferences
19. In-service training

20. Information giving

21. Follow-up services

22. Professional meetings and conferences

Of the professional functions versus extraneous duties noted, the following four functions were given as priority level I by these guidance directors:

1. Individual counseling
2. Group counseling
3. Consulting with teachers
4. Parental consultation.

Second level priorities were assigned to the following three functions:

1. Referrals
2. Curriculum planning
3. Curriculum revision.

It is worthy of note that the priorities of this State's Guidance Directors are highly congruent with the priorities established by the national professional school counselors association, the American School Counselors Association which is a division of the American Personnel and Guidance Association.

The Guidance Director as An Integrative Force in Education

The Guidance Director supports and encourages:

1. Openness to the needs of the school and the child, and, the ability to translate the needs into action programs for the continued growth and development of the child and on-going educational system.

2. Flexibility with the total environment — school and the society — to interpret students' needs into policy.
3. A model of humane stability which students need to grow and develop -- fostering growth stimulates intellectual curiosity.
4. Communication which enables teachers to cope with student's frustrations, anxieties and helplessness.
5. Communication of growth interpretation to teachers.
6. Responsibility in providing in-service, on-going skills to the guidance staff and all interested school personnel.
7. Greater communication between public schools and teacher preparation institutions.
8. The sharing of specific knowledge of behavior for overall curriculum planning.
9. Establishment of the nucleus for initiating skill development programs as part of the school day for teachers, counselors and other personnel.

SECTION VI

OUTGROWTHS AND RECOMMENDATIONS

Outcomes of the workshop emanated from two sources: (1) the participants and (2) the consulting specialists. The following recommendations represent a concensus of these two groups:

1. Commitment: The workshop was a valuable experience and should be continued on some basis. However, it would seem that the major initiative for the planning of future workshops should emerge from the Guidance Directors themselves.

2. Timing: The time of any in-service training experience should begin early in a given semester and terminate well before the end of that semester.

3. Involvement: Effective communication initially begins with a homogeneous group. Fruitful dialogue requires systematic interaction with an ever-increasing circle of significant others such as education administrators, teachers, counselors, parents and students. Fruitful implementation of action is a natural outgrowth of this process.

4. Duration: Effective scheduling of such workshop sessions are more productive and beneficial when planned on a full-day basis rather than a series of one or two-hour after-school sessions.

5. Content: The top emergent priorities focused on Individual Counseling, Group Counseling, Teacher and Parent Consultation. Future workshops should involve the refinement of skills directly related to these priorities.

6. Selection: Selection procedures for on-going workshops should be sufficiently discriminating in both content and level of skill to enable participants to function at their most effective levels. In-service programs should be designed to upgrade competence and increase skills in an array of techniques and models.

7. Evaluation: There should be on-going evaluation of each workshop session not only to provide for instant and helpful feedback, but also to take into consideration the needs of participants and to lend impetus to immediate and future directions.

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